

CEEWIN N. LOUDER

Curriculum Vitae

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PREFERRED PRONOUNS: SHE, HER, HERS

EDUCATION

Doctor of Philosophy in Counseling Psychology, Expected July 2025
University of Miami | Miami, Florida

Master of Arts in Clinical Psychology (formally known as Psychology in Education), May 2019
Teachers College, Columbia University | New York, New York

Bachelor of Science Psychology, Dual Major Biology, May 2014
University of North Carolina (UNC) at Chapel Hill | Chapel Hill, North Carolina

HONORS AND AWARDS

2020

Winner, The Graduate + Postdoctoral Research Symposium (University of Miami): Awarded to the top presenter of posters in the behavioral and social sciences.

2017

Teachers College Scholarship (Columbia University): Awarded to qualified incoming master's degree candidates.

2016

Global Mission Fellow, US-2 (United Methodist Church): Awarded to young adults who spend two years addressing root causes of injustice through community service with marginalized communities.

2014

Buckley Public Service Scholar (UNC): Awarded to graduates who connect academic and community-based experiences hundreds of hours of public service and trainings throughout their 4 years at UNC.

Hayden B. Renwick Award (UNC): Awarded to currently enrolled undergraduate students who identify as Black/African American, American Indian/Native American, Hispanic/Latinx, or multiracial with at least one of those identities that have a cumulative GPA of 3.0 or greater

2013

Hayden B. Renwick Award (UNC): Awarded to currently enrolled undergraduate students who identify as Black/African American, American Indian/Native American, Hispanic/Latinx, or multiracial with at least one of those identities that have a cumulative GPA of 3.0 or greater

2012

Youth Advocacy and Involvement Office (North Carolina Government): Awarded to competitive and qualified students attending higher education in North Carolina to integrate educational interests and career-development with work in state government agencies.

Hayden B. Renwick Award (UNC): Awarded to currently enrolled undergraduate students who identify as Black/African American, American Indian/Native American, Hispanic/Latinx, or multiracial with at least one of those identities that have a cumulative GPA of 3.0 or greater

2011

Carolina South East Asia Summer (SEAS) Scholar: Fully funded study abroad experience awarded to first-year undergraduate students to learn about the cultural and social forces shaping modern Asia while studying at the National University of Singapore and serving as student ambassadors

Hayden B. Renwick Award (UNC): Awarded to currently enrolled undergraduate students who identify as Black/African American, American Indian/Native American, Hispanic/Latinx, or multiracial with at least one of those identities that have a cumulative GPA of 3.0 or greater

2010

Light on the Hill Society Scholar (UNC): Awarded to first-year African American students who demonstrate academic excellence, outstanding leadership abilities, community service dedication, and have great potential to become involved and informed alumni.

People Helping People Scholar (North Carolina State Employee Credit Union): Awarded to public high school graduates who exemplify academic achievement, leadership, integrity, and community involvement to pursue higher education at one of the 16 constituent campuses of the University of North Carolina System.

RESEARCH EXPERIENCE

Challenging Racism & Empowering Communities through Ethnocultural Research (CRECER) Lab | Guerda Nicolas, PhD | University of Miami | 8/2019 – PRESENT

- Co-coordinator for Kulula Mentoring Program, an empirically supported intervention aimed at enhancing ethnic identity, socialization skills, and adaptive coping amongst youth in the African diaspora.
- Communicate program updates regarding ongoing CRECER projects to community partners and program funders.
- Connect theory of change to goals, activities, and measures of current community intervention projects: Kulula Mentoring Program and Strong Roots Parenting Program.
- Co-author a team paper regarding theories of change and their utility in constructing community-based interventions.

Regulation of Emotion in Anxiety and Depression (READ) Lab | Douglas Mennin, PhD | Teachers College, Columbia University | 10/2017 – 5/2019

- Researched the efficacy of Emotion Regulation Therapy (ERT), a newly developed intervention, on over 100 young adults who excessively worry, ruminate, or self-criticize to reframe with the goal of leading them to a healthier life.
- Trained eight post-baccalaureate and masters-level research assistants on conducting a systematic prescreen assessment over the phone to gauge eligibility for ERT.
- Updated prescreening procedures -- which assessed past and present physical and mental health, fMRI eligibility, and worry levels (via an abbreviated version of the Penn State Worry Questionnaire; PSWQ) and rumination levels (via an abbreviated version of the Rumination-Reflection Questionnaire; RRQ) -- to enhance efficiency based on recommendations from lab manager, team input, and personal observations.
- Conducted six diagnostic assessments using the Structured Clinical Interview for the DSM-IV (SCID-IV) to determine Axis I diagnoses with 18 to 29-year-old prospective participants from a treatment-seeking community population.
- Applied knowledge of core ERT principles for two ERT treatments to code therapist adherence across sixteen sessions of ERT to ensure proper administration of this manualized treatment.
- Scanned and checked weekly assessment forms of eight current ERT participants to assess between session changes in anxiety, depression, rumination and worry.
- Systematically conducted literature reviews on technology-based interventions to inform study design of adapting ERT into an effective online platform.

Behavioral Study | Kirsti Samuels, PhD | Harlem Wellness Center | 8/2018 – 5/2019

- Designed, implemented, and evaluated health and wellness programs catered to historically underserved communities in Harlem, resulting in increased attendance.
 - Strategically developed surveys based on preliminary reports to explore resident motivation and engagement with health promotion programs at the Harlem Wellness Center with the goal of making evidence-based improvements to programs and increase community participation.
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Family Affect Beliefs and Behaviors Lab | Amy Halberstadt, PhD | North Carolina State University | 9/2016 – 8/2017

- Translated and coded six Spanish-language interviews with members of the Mapuche tribe in Chile to find themes related to emotional socialization in a non-Westernized culture.
- Collaborated with research team in establishing a working relationship with North Carolina schools to conduct a study investigating the mechanisms associated with their disproportionate suspension rates for elementary-aged Black students compared to White peers.
- Helped develop “Color of Emotion,” a measure aimed at assessing how teachers perceive classroom interactions based on race of students involved.

PRESENTATIONS

Louder, C. N. (2020). *Exploring mental health of ethnically diverse Black women*. Poster Presentation at Graduate and Postdoctoral Research Symposium at the University of Miami, March 2020, Miami, FL.

Louder, C. N., & Meyer, M. L. (2020). *Maintaining motivation for academic achievement for ethnically diverse students through mentorship*. Roundtable at the 37th Annual Teachers College Winter Roundtable at Teachers College, Columbia University, February 2020, New York, NY.

Louder, C. N., & Mennin, D. S. (2018) *Helping the healer: How manualized CBT programs can be beneficial to social justice warriors and the communities we serve*. Oral Presentation at the Women of Color Solidarity Beyond Borders Conference at East Village Community School, April 2018, New York, NY.

Quintero, J. M., Seeley, S. H., Renna, M. E., **Louder, C. N.**, & Mennin, D. S. (2018). *Individual differences in trait emotionality, emotion regulation, and myoelectrical gastric reactivity*. Poster presented at the 2nd Annual Psychology Conference at Teachers College, Columbia University, April 2018, New York, NY.

INDEPENDENT PROJECTS

Louder, C. N. (2019). *Understanding client motivation: A review* (Unpublished master’s thesis). Columbia University, New York, New York, United States.

PUBLICATIONS

Nicolas, G., Meyer, M. & **Louder C. N.** (2019, Sept 24). Mental-health specialists in Dorian-battered Bahamas must respect Haitians’ values. *Miami Herald*. Retrieved from <https://www.miamiherald.com/opinion/op-ed/article235429307.html>

CLINICAL EXPERIENCE

Youth Development Professional | Boys and Girls Club of Fauquier County | 6/2019, 6/2018 – 8/2018

- Led psychoeducational groups focusing on mindfulness and anger management for eight at-risk elementary aged students to promote emotional awareness, emotion regulation, and behavior regulation.
- Planned group sessions based on empirically supported psychoeducational components concerning emotional awareness, emotion regulation, and behavioral regulation.
- Collaborated with staff to create and implement wellness activity for youth (“Brain Break”) designed to facilitate emotional and mental well-being in students, serving approximately 60 children.

Crisis Counselor | Hopeline Crisis Line NC | 9/2016 – 6/2019

- Completed 40-hour extensive training related to possible call content, including: active listening, interpersonal relationships, depression, health, sexuality, domestic violence, sexual assault, child

abuse, death/dying, mental illness, and suicide.

- Provided crisis intervention, supportive and non-judgmental active listening, gentle and understanding discussion of crisis resolution, and referrals to appropriate community resources via phone call and text message.
- Corresponded and facilitated conflict resolution with over 70 callers in crisis -- diverse in age, sexual orientation, gender identification, race, ethnicity, mental state and location -- based on each person's unique circumstance.

Senior Administrative Assistant | Dean Hope Center for Educational & Psychological Services at Teachers College, Columbia University | 9/2017 – 5/2019

- Upheld confidentiality of detailed and time sensitive information regarding at least 100 clients.
- Interacted with populations diverse in age, language, race, ethnicity, sexual orientation, gender identity, mental state, socioeconomic status, etc. regarding clients and graduate student professionals to provide timely customer service to clients seeking treatment.

Chapter Coordinator | Project LETS Graduate Chapter | Teachers College, Columbia University | 4/2018 – 5/2019

- Established network of eight trained peer advocates to address mental health needs of dozen graduate students and community members not met by community resources.
- Co-coordinated leadership board to effectively provide peer mental health services to both the Columbia graduate community and neighboring communities.

TEACHING & ADVISING EXPERIENCE

Panelist | Interviewing for Doctoral Programs in Counseling Psychology (Webinar) | 1/20/20
Division 17: Society of Counseling Psychology | American Psychological Association

- Student Affiliates of Seventeen webinar on the interview process for doctoral programs in counseling psychology. Presenters share interview experiences and tips for a successful interview season. Slides available at: <https://docs.google.com/presentation/....>

Panelist | Applying to Doctoral Programs in Counseling Psychology (Webinar) | 11/14/19
Division 17: Society of Counseling Psychology | American Psychological Association

- Student Affiliates of Seventeen webinar about applying to doctoral programs in counseling psychology. Presenters share advice and top tips for the application process.

OTHER WORK EXPERIENCE

Senior Administrative Assistant | Dean Hope Center for Educational & Psychological Services at Teachers College, Columbia University | 9/2017 – 5/2019

- Created innovative solutions to enhance communication between day and evening staff (i.e., Testing Library Loan Cart and Systematic Tracking of Open Services), ensuring staff turnover did not interrupt reading, assessment, and therapeutic services.
- Trained seven evening and interim staff on main office and testing library procedures to ensure smooth operation of the offices on evenings and weekends for scores of clients, student counselors, and specialists.
- Handled multiple financial transactions for up to \$1000.

Bookseller | Quail Ridge Books | 9/2016 – 9/2018

- Aided customers courteously and amiably to address various book-related inquiries divers in genres and subject matter.
 - Carried out purchases.
 - Ensured database purchases corresponded with credit, debit, and cash financial transactions by closing registers.
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Director of Outreach & Youth Ministries | Quail Springs United Methodist Church | 8/2014 – 7/2016

- Coordinated and carried out activities for an average of 20 adolescents three times a week, designed to facilitate positive spiritual growth and identity development.
- Implemented, planned, and executed an after-school program to provide literacy tutoring and academic enrichment for approximately 15 elementary-aged students reading below grade level.
- Oversaw the work of approximately 20 volunteers to realize goals of both the after-school program and the youth group.

PROFESSIONAL AFFILIATIONS

Member

American Psychological Association

- Division 17: Society of Counseling Psychology
- Division 43: Society on Couple and Family Psychology
- Division 45: Society for the Psychological Study of Culture, Ethnicity and Race

Leadership

Student Affiliates of Seventeen (SAS) Program Representative | Division 17: Division of Counseling Psychology | American Psychological Association (APA) | 10/2019 – present

- Serve as a voice for students in Division 17
- Act as a liaison for SAS by keeping students in my program informed about events and opportunities regarding professional development and funding
- Host SAS-related events on campus

SUPPLEMENTARY SKILLS

Language: Spanish (intermediate understanding, reading, and speaking; beginner writing)

Assessment: Wechsler Intelligence Scale for Children- Fifth Edition (WISC-V), Wechsler Adult Intelligence Scale- Fourth Edition (WAIS-IV), Wechsler Individual Achievement Test – Third Edition (WIAT-III), Woodcock-Johnson Tests of Achievement – Fourth Edition (WJ – IV)

Diagnostic: Structured Clinical Interview for DSM-IV (SCID-IV), Mini International Neuropsychiatric Interview (MINI)

Computer: SPSS, R, RStudio, Titanium, Anthology, Microsoft Office, Google Suite, Qualtrics, Papers, ReadCube, RS800 Polar Heart Rate Monitor, Noldus Observer

Additional:

- Community Health Analysis: creating community-based health interventions by identifying key health needs and issues through systematic and comprehensive data collection and analysis.

SUPPLEMENTARY TRAINING

Latinx Communities: Race, Gender, and Class in Education and Health (Lecture) | Nancy López, Ph.D. University of Miami Institute for Advanced Study of the Americas (UMIA) | 2/6/2020

- This lecture discussed extensively the measures currently utilized in research on race, gender, class, and ethnicity and how these existing measures do not adequately capture the diversity of America. Further, the way research is currently being done does not allow for examinations of intersectionality when looking at various outcomes. Implications in federal, state, and local municipal governments were discussed. Key takeaway: “The intersectional approach makes the invisible, visible.”

Leverage Mentoring: Creating Your Path to Success (Online Workshop) | Ruth Gotian, Ed.D. Teachers College Office of Alumni Relations | 1/29/20

- This workshop outlines the benefits of having a mentor, what to look for in a mentor, how to develop your mentoring team and how to find a mentor. Mentorship is most effective when the mentee is explicit about their goals and understands how they learn best. Key takeaway: Mentoring is all about

relationships and a match between goals and learning style.

Women in Education (Workshop) | MarieGuerda Nicolas, PhD
Alpha Delta Kappa | 1/28/20

- Alpha Delta Kappa is an international honorary organization of women educators dedicated to educational excellence, altruism and world understanding. This workshop brought together teachers, community leaders, and funders to discuss the constantly evolving role of educators. The new reality of educators forces us to advocate for comprehensive policies that support educators and the students whom we educate at every level. Key Takeaway: Understanding the aspects of after-school programming that make educating effective and applying them to the classroom can help day-school become a more engaging environment for learning of ethnically and racially diverse students.

Generation Z in the Classroom: Educating and Engaging the Next Generation of Students (Workshop) | Corey Seemiller, PhD

University of Miami School of Education & Human Development and Herbert Business School | 1/24/20

- This workshop provided information about Generation Z, individuals born between 1995 and 2010. This generation is the most ethnically diverse and largest generation in the United States. Generation Z is anxious, pragmatic, and passionate to change the world and are looking to college educators to help them make a difference in the world. Key takeaway: Generation Z values relationships above all and believe radical love can make the world a better place. Educators who can engage these two aspects will be effective in educating this next generation.

Negotiating a Faculty Position (Workshop) | Dean Guillermo “Willy” Prado

University of Miami Graduate School | 11/8/2019

- This workshop provided advice and insight to the hiring process for faculty, primarily for tenure-track positions. Information on the interview process, negotiating salary, workload, space, employee packages, and benefits were all discussed. Key takeaway: ask for what is reasonable and sufficient to be successful in this position.

Introduction to Bayesian Statistical Modeling (Workshop) | Roy Levy, PhD

University of Miami, Department of Educational and Psychological Studies | 10/11 – 10/13/2019

- This three-day workshop provided a detailed overview of a Bayesian approach to statistical modeling. An alternate to frequentist statistical modeling, the Bayesian approach “treats known values as observed values of random variables, treats unknown values as unobserved random variables, and calculates the conditional distribution of unknowns given knowns and model specification using Bayes’ theorem” (Rubin, 1984, p. 1152). Key takeaway: a more intuitive approach to statistics, it allows for the incorporation of prior knowledge (i.e. research) into all statistical modeling.